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ABSTRACT

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for teaching English language arts for success in the workplace. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught, defines the subject in terms of purpose, definition, student goals and objectives, and can be changed only by action of the State Board of Education. The guide begins with some background on the development of the Applied English for the Workplace course of study and a letter from the state administrator, which notes that Applied English in the Workplace counts as core English credit and meets the college entrance requirements for an English course. It then presents an introduction and course overview. The guide next presents the goals and associated course objectives for the 15 modules that comprise the course of study. The modules in the guide have been rearranged to provide a logical sequencing for building skill upon skill. Modules include communication in the workplace; gathering and using information in the workplace; participating in groups; communicating to solve interpersonal conflict; upgrading, retraining, and changing jobs; communicating with supervisors; writing and responding to requests; and improving the quality of communication. A list of tech-prep coordinators for teacher training, and a 141-item annotated bibliography of literature selections (nonfiction, poetry, fiction, short stories, and drama) are attached. (RS)

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APPLIED ENGLISH for the WORKPLACE

A Course of Study

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APPLIED ENGLISH FOR THE WORKPLACE

A COURSE OF STUDY

For teaching English Language Arts
for success in the workplace

Recommended for 12th grade

1991

based on materials provided by
The Agency for Instructional Technology
Bloomington, Indiana

Third Printing
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CREDITS

The following educators helped to develop *A Course of Study for Applied English for the Workplace*. They were most gracious in sharing their expertise and time. The State Board of Education and the State Department of Education thank each of them and their employers for their contributions.

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The purpose of a course of study is to delineate the content that must be covered in the secondary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth these courses of study for each of the subjects to be taught in grades 9-12. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined courses of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised and adapted as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the Course of Study with each school administrator. Individual Courses of Study should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the Course of Study as the basis for course development, adopting instructional materials, developing curriculum guides, and setting direction for staff development.

HISTORY

In 1986 the Idaho State Division of Vocational Education joined approximately 40 other states and provinces of Canada to form a consortium interested in developing an applied course in communication which would meet the needs of students intending to enter the workforce immediately after high school. The Applied English course was developed similarly to Principles of Technology (Applied Physics) and Applied Math. Chosen to write the curriculum was the Agency for Instructional Technology in Bloomington, Indiana.

Three schools in Idaho were designated as test sites for lessons prepared by AIT, and Chris LaRocco, language arts teacher at Boise High School represented Idaho at workshops in Nashville (1987), Bloomington (1988), and Memphis (1989). During these sessions, teachers and directors were asked for input on the effectiveness of the written materials and videos. AIT responded by re-structuring weak areas and re-testing materials at the field site schools. The full course was completed and ready for distribution in the spring of 1989.

Applied English was approved by the State Department of Education to be piloted in the fall of 1989. However, a literature strand needed to be developed to meet state guidelines, and teachers required training in integrating literature into the course. During the summer of 1989, an annotated bibliography was developed in conjunction with Oregon's Department of Education. (See Appendix.)

Five teachers from Idaho were trained by Chris La Rocco to teach the course. A one week, two-credit course was developed during which teachers previewed materials and developed lessons to integrate literature and writing assignments into the Applied Communication course. The new course was to be called Applied English for the Workplace.

Two schools were able to schedule the pilot course for the fall of 1989, Boise High School and Project CDA (Coeur d'Alene Alternative High School). At both sites, the course was offered as a full-year class which met the requirements for English and replaced an existing basic English class. (See case studies, pages 30 and 31.)

Because of the success of the pilot course, training was offered to all school districts planning to implement the course in the 90-91 school year. In June, 1990, 78 language arts teachers participated in one-week training courses in Boise, Idaho Falls, and Coeur d'Alene, similar to the course taught the year before, but this time with the benefit of student input from the pilot classes.

In the summer of 1991, 53 teachers were trained in one-week workshops held in Idaho Falls, Twin Falls, and Lewiston. (See pages 30-31) As of the fall of 1991, both Blackfoot and Boise districts are implementing plans to expand the Applied English curriculum from grade 12 to include grades 10-11, (Blackfoot), and grades 9-11, (Boise). These will be piloted during the 1991-92 school year. Follow-up meetings will be held at least once a year to share ideas for improvement and to track the success of the course.

State of Idaho
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Dear Colleagues:

Applied English in the Workplace offers an excellent curricular alternative to traditional high school English. Many students, in particular those who also participate in Vocational Education, succeed in courses that have meaningful application to the working world. For this reason, the Division of Vocational Education has purchased state membership into the Applied Communication curricula through the Agency for Instructional Technology and sponsored the development of the Applied English in the Workplace Curriculum Guide.

Applied English in the Workplace is to be taught by teachers holding English Certification who have participated in an inservice for teachers of Applied English in the Workplace. Applied English is not taught as or considered to be a basic or remedial course in English. It counts as a core English credit and meets the college entrance requirements for an English course.

The Division of Vocational Education and the Department of Education are partners in the implementation of Applied English.

Cordially,

Trudy Anderson

Trudy Anderson, Ph.D.
State Administrator

Equal Opportunity Employer

INTRODUCTION

Many demands are placed on individuals today. Each individual plays a variety of roles - worker, family member, organization member, friend, acquaintance, citizen. These varied roles require many skills: active communication, working together, problem solving, getting along, and being responsible.

Rapid changes call for a shift in the language arts skills currently being taught on the secondary and post secondary levels.

Applied English for the Workplace is presently a senior level course designed to prepare these students for the communication demands of the information age. However, programs in Applied English are being piloted in grades nine through twelve in some Idaho districts in the 1991-1992 school year.

The emphasis in Applied English is mainly workplace communication skills. The broader application in such courses should also deal with skills necessary for living a rich, full life in terms of relationships, career fulfillment, and creativity.

****Since the majority of students are or will soon become workers and are concerned with living fulfilled lives, such course designations as "basic" or "remedial" have no meaning in Applied English. This course has value and relevance for all students, whether college or workforce bound.**

COURSE OVERVIEW

The skills taught in *Applied English for the Workplace* are organized into 15 modules developed by the Agency for Instructional Technology. These modules have been rearranged to provide a logical sequencing for building skill upon skill. Once introduced, the various skills are reviewed throughout the course. The individual instructor should determine which modules to include and their order and length.

Workbook readings have been chosen for content specific to the worker and the workplace. Instructors should enhance the modules with traditional literature selections from anthologies and other sources available to them. Such selections can emphasize not only work-related settings and themes, but also important life issues. An annotated bibliography of suggested literature selections has been developed in conjunction with the Oregon State Department of Education. These selections may prove helpful in research projects.

In addition to the literature, reading instruction will include techniques and practice in workplace applications such as reading charts, graphs, order forms, and other specific reading demanded on the job.

The teacher will provide instruction and opportunities for practice in formal writing, business writing, and creative writing. Notebooks will be used regularly for gathering and recording data and reacting to ideas introduced in the modules and units. Practice in writing will emphasize modeling, brainstorming, drafting, editing, and revising.

Students will practice speaking and listening skills through small groups, cooperative learning, and role-playing. Teachers will provide direct instruction in interactive techniques which apply in both workplace and classroom settings. Students will practice group problem solving, negotiation and conflict resolution.

Spelling and vocabulary should be relevant to literature and business applications. Mechanics and sentence structure exercises should be generated from student writing.

Teachers are encouraged to supplement the content of the course with a variety of outside resources such as field trips and guest speakers.

COURSE OBJECTIVES

The Module order has been rearranged in an effort to develop skills sequentially. However, modules may be taught in any order depending on how the course is set up.

MODULE 1: COMMUNICATION IN THE WORKPLACE

Goal: Students will communicate effectively in the workplace.

Objectives:

Literature

Students will use literature to:

1. identify differences between skimming and scanning.
2. analyze examples of effective and ineffective writing.
3. distinguish the differences between clear and obscure writing.
4. recognize different purposes for written communication forms.
5. analyze techniques for effective personal and public communication.

Composition

Students will:

1. examine the conventions of standard memo writing.
2. write and revise a memo.
3. transfer information from written form to chart or graph form.

Language

Students will:

1. brainstorm to generate ideas for writing.
2. participate in small group and partner peer editing.
3. role-play effective and ineffective communication.
4. discuss differences between slang and jargon.

MODULE 2: GATHERING AND USING INFORMATION IN THE WORKPLACE

Goal: Students will gather and use information in the workplace.

Objectives:

Literature

Students will use literature to:

1. recognize different sources of information (CIS)
2. analyze the purpose in different written requests.
3. analyze how elements of language operate to achieve certain effects.
4. analyze how form operates to achieve certain effects.

Composition

Students will:

1. log personal observations on gathering information in the workplace.
2. record information in note form.
3. develop outlines for organizing information.
4. write a memo requesting information.
5. write a standard business letter requesting information.
6. create a personal action plan.

Language

Students will:

1. present personal writing for peer comment and response.
2. role-play the interview technique for gathering information.
3. respond to guest speaker by applying listening skills interview techniques.
4. use Standard English in appropriate situations.

MODULE 4: STARTING A NEW JOB

Goal: Students will be able to start a new job.

Objectives:

Literature

Students will use literature to:

1. examine employer expectations with new employees.
2. analyze personal expectations in a new job.
3. identify personal work environment needs.
4. predict sources of job stress.
5. analyze character in work histories and autobiographies.
6. compare character reactions to various jobs.
7. recognize character decision-making process.
8. justify or refute actions taken by characters.

Composition

Students will:

1. log personal observations of new job situations.
2. write formal resumes.
3. produce job application data sheet.
4. write formal letters of request and reference.
5. analyze and fill out job applications.
6. outline work history of a worker.
7. write a personal work history.
8. compile an individual portfolio.

Language

Students will:

1. respond to guest speakers using interview techniques.
2. practice interview techniques when gathering a work history of a worker.
3. discuss character decisions in autobiographies.
4. share personal work histories in small group settings.
5. interpret interviewee's work history through visual art
6. develop a dictionary of occupational specific terminology.

FOCUS UNIT I:
HISTORY OF WORK IN AMERICA

Goal: Students will examine the history of work in America through literature, language, and composition.

Objectives:

Literature

Students will:

1. determine method of organizing events and its importance to the work.
2. recognize flashback and analyze its importance to plot development.
3. predict possible outcomes.
4. identify cause/effect chain and complication in plot.
5. compare themes in novels.
6. analyze the crafting used in various selections to emphasize themes.
7. recognize novel, journal and non-fiction forms as chroniclers of the plight of the American workers in different eras.
8. parallel problems of modern society with problems reflected in readings.
9. research historical basis of the readings.
10. research laws applicable to adolescents in the workplace.

Composition

Students will:

1. use mapping, clustering, and free writing to organize ideas before essay writing.
2. compare and contrast the workplace of 1890's and 1990's in a formal essay.
3. record research progress in research logs.
4. write short report on period of history researched.
5. write a prediction about the workplace in the 100 years.

Language

Students will:

1. brainstorm ideas with partner or small groups.
2. compile researched data with partner.
3. use peer response groups to revise written work.
4. interpret researched information through visual art.
5. develop composite history of American worker through oral presentation of research.

MODULE 6: PARTICIPATING IN GROUPS

Goal: Students will be able to participate in groups.

Objectives:

Literature

Students will use literature to:

1. recognize skills used in group process.
2. analyze group dialogue.
3. distinguish between their own opinion and those expressed in a literary work.
4. analyze character's roles in group dynamics.

Composition

Students will:

1. create a group and design invitation for new members.
2. analyze group roles in written report on group dynamics.
3. describe motives of group members.
4. incorporate group process skills into a dialogue/script of group interaction.
5. write dialogue which illustrates appropriate and inappropriate collaborative behavior.

Language

Students will:

1. interact with other members of group to practice skills.
2. examine the elements of group process in group observation.
3. critique the dynamics of an observed group.
4. develop listening and observation skills.
5. examine how choice of language may include or exclude one from a particular group.

MODULE 10: COMMUNICATING WITH CLIENTS AND CUSTOMERS

Goal: Students will be able to communicate with clients and customers.

Objectives:

Literature

Students will:

1. infer character motivation and attitude through action or description.
2. predict possible outcomes.
3. analyze client and customer motives.
4. identify different ways of responding to customer needs.

Composition

Students will:

1. log personal observations and experiences with customers.
2. analyze and outline customer needs.
3. write specially focused letters, memos, and announcements.
4. continue to produce a glossary of work vocabulary with standard English translations.

Language

Students will:

1. analyze customer/worker relationship in readings.
2. brainstorm in small and large groups different ways of responding to client needs.
3. demonstrate various responses to customer in job-specific role-playing situations.
4. use language appropriate to customer in both spoken and written responses.

MODULE 12: COMMUNICATING TO SOLVE INTERPERSONAL CONFLICT

Goal: Students will be able to communicate to solve interpersonal conflicts.

Objectives:

Literature

Students will use literature to:

1. analyze conflict between characters in readings.
2. justify or refute actions taken by characters.
3. trace theme/conflict in story.
4. analyze character motivation.
5. predict possible outcomes.
6. identify themes involving conflict, and analyze sources of conflict.

Composition

Students will:

1. develop inventories of personal behavior in conflict situations.
2. illustrate author's crafting devices in a reflective essay.
3. write letters of apology and explanation.
4. write a personal narrative of a successful conflict resolution.

Language

Students will:

1. use small group sessions to generate alternatives to conflict-producing behavior.
2. role-play conflict situations to practice cooperative behavior.
3. use appropriate language to defuse conflict situations.
4. practice giving "I-messages" in conflict situations.

MODULE 5: COMMUNICATING WITH CO-WORKERS

Goal: Students will be able to communicate with co-workers.

Objectives:

Literature

Students will use literature to:

1. infer character motivations and attitudes in readings.
2. identify characters' conflict-producing behavior.
3. justify or refute actions of characters in readings.
4. trace theme/conflict in stories.
5. analyze differences among verbal, dramatic, and situational ironies.

Composition

Students will:

1. create dialogues demonstrating active listening.
2. analyze and revise negative statements to enlist the cooperation of the receiver.
3. log personal reflections of behavior in conflict situations.
4. analyze personal prejudices which may interfere with communication.
5. analyze problems which jargon creates in the workplace.

Language

Students will:

1. demonstrate cooperative skills in job-specific role-play situations.
2. evaluate peer writing to elicit suggestions for revision.
3. use peer response groups to edit inappropriate jargon from written and spoken language.
4. discuss ways in which slang or jargon may exclude members from participating in a group.
5. discuss and role-play language appropriate to different job situations; communicating with supervisor/co-worker; stranger/friend.
6. continue to develop dictionary of occupational specific terminology.

FOCUS UNIT II: WORK AND PERSONAL WORTH

Goal: Students will be able to assess work in terms of personal worth through literature, language, and composition.

Objectives:

Literature

Students will:

1. recognize key elements of poetry.
2. identify various crafting devices used by writers of poetry.
3. compare different points of view used by the non-fiction writer.
4. differentiate facts, inferences, judgments, and opinions.
5. infer character motivations and attitudes through action or description.
6. analyze physical and psychological traits of characters in readings.
7. analyze dilemma of characters in readings.
8. determine the relationship between self-fulfillment and work.

Composition

Students will:

1. log personal observations, reflections, and questions about poetry selections.
2. observe, recall, and classify personal experience in prewriting activities.
3. incorporate sensory imagery in poems.
4. rewrite a prose piece as a poem.
5. apply different points of view to create poems with a variety of narrators.
6. prepare lists of possible interview questions to elicit specific responses.
7. write a formal interview of a worker imitating style of readings.
8. write a character sketch using information gathered in interview of a worker.
9. compare/contrast self-worth and mentality of workers in readings in a formal essay.
10. prepare a list of personal short-range goals.
11. prepare a list of personal and professional long-range goals.

Language

Students will:

1. brainstorm to develop a small group composite of what constitutes self-fulfillment through work.
2. brainstorm to develop a small group composite of what constitutes self-fulfillment through voluntarism.
3. brainstorm for lists of possible interview questions.
4. create visual interpretations of themes in poetry.
5. use small group sessions to analyze themes, characters and crafting of poetry.
6. compare/contrast interviewees' insights on work and self-esteem.

MODULE 14: UPGRADING, RETRAINING, AND CHANGING JOBS

Goal: Students will be able to upgrade, retrain for and change jobs.

Objectives:

Literature

Students will use literature to:

1. analyze guidelines for researching jobs.
2. recognize relationship of personality types to occupations.
3. identify sources of information on specific occupation/career.
4. analyze how particular jobs enhance or diminish a person's character and outlook.
5. analyze the choices that specific jobs require in terms of travel, family life, safety and stability.
6. analyze the volunteer opportunities in a community.

Composition

Students will:

1. write creative piece on "dream" occupation/career.
2. analyze self interests, skills, experiences, and occupational preferences.
3. produce formal essay comparing personal strengths and weaknesses.
4. analyze personal strengths and weaknesses in terms of suitability for running own business.
5. write formal research paper on specific occupation/career. [Use I - Search Model]
6. write letters of request for information.
7. research a career by writing an interview report on a retired worker in that career (including such issues as single parent worker, changes in that field job description, retirement, and job satisfaction).

Language

Students will:

1. use interviewing techniques to gather primary source information on owner/operator career.
2. present oral report on owner/operator occupation researched.
3. use standard English in all written assignments in this unit.

MODULE 9: PRESENTING YOUR POINT OF VIEW

Goal: Students will be able to present their points of view.

Objectives:

Literature

Students will use literature to:

1. identify the role of persuasion in the workplace.
2. analyze audience to determine approaches to persuasion.
3. categorize different kinds of supportive evidence.
4. discuss the relative success of various characters' persuasive techniques.

Composition

Students will:

1. develop effective outlines for persuasive messages.
2. incorporate supportive evidence into persuasive letters and memos.
3. evaluate persuasive messages for effectiveness.
4. compare different persuasive approaches and evaluate their effectiveness.

Language

Students will:

1. present formal persuasive reports in large group setting.
2. use small groups for brainstorming approaches to a problem requiring persuasion.
3. evaluate persuasive techniques in movie, radio, television and printed advertisements.
4. role-play different persuasive approaches and evaluate their effectiveness.
5. evaluate persuasive language used in advertising.

MODULE 8: COMMUNICATING WITH SUPERVISORS

Goal: Students will be able to communicate with supervisors.

Objectives:

Literature

Students will use literature to:

1. analyze different problems of communication with supervisors.
2. recognize different supervisory styles.
3. evaluate different responses to supervisor communication.
4. recognize expectations of supervisors.

Composition

Students will:

1. write descriptions of supervisory styles.
2. write memos and letters for different purposes to supervisors.
3. evaluate personal skills in communication with supervisors.
4. create short report with charts and graphs for presentation to supervisor.

Language

Students will:

1. role-play active listening and open questioning techniques used in communication with supervisors.
2. evaluate effectiveness of verbal and non-verbal communication.
3. use small group sessions for feedback on effectiveness of communication with supervisors.
4. practice using standard English in communicating with supervisors.
5. practice stating requests and complaints in a firm, yet non-threatening manner.

MODULE 13: EVALUATING PERFORMANCE

Goal: Students will be able to evaluate their own and others' performances.

Objectives:

Literature

Students will use literature to:

1. identify components of different kinds of performance evaluations used in the workplace.
2. analyze the evaluation process.
3. recognize different responses to an evaluation.

Composition

Students will:

1. evaluate personal strengths and weaknesses on the job.
2. write a formal job description.
3. create personal progress reports in chart form.
4. respond to job evaluation with goal setting chart.
5. write a formal evaluation of an employee.

Language

Students will:

1. respond to guest speaker on topic of the use of performance evaluation in the workplace.
2. role-play evaluation interviews in small group setting.
3. practice interviewing techniques while gathering information on kinds of job evaluations used in a workplace.
4. role-play discussing a written evaluation with an employee.

FOCUS UNIT III:
OCCUPATIONAL CULTURE IN THE WORKPLACE

Goal: Students will recognize the expressive, cultural dimension of work--its occupational folklife.

Objectives:

Literature: Byington's *Working Americans*
Spradley and McCurdy's *The Cultural Scene*

Students will use literature to:

1. recognize informal communication in the workplace.
2. document techniques, ceremonies, and/or verbal arts.
3. describe informal communication in a cultural scene.
4. evaluate the importance of understanding occupational folklife.

Composition

Students will:

1. draft a preliminary description of cultural action.
2. revise the ethnographic description with worker/researcher.
3. organize a cultural scene description approved by insiders.

Language

Students will:

1. learn terminology of outsider (skill, ceremony, story) and insider ('good hand', 'retirement party', 'war story').
2. learn to ask questions about work processes and expressions.
3. develop a command of ethnographic description.

EXTENDED COURSE OF STUDY FOR FOCUS UNIT III

OCCUPATIONAL CULTURE IN THE WORKPLACE

I. Introduction

Every work environment demands special knowledge to not only accomplish the necessary goals (construct a building, cite a proposal), but also to survive in the workplace. As this knowledge is handed-down within a particular trade or industry, this knowledge defines the occupational folklife of a work group. Welders, for example, wear leather chaps and gear for protection, drink skim milk to settle their stomachs when welding galvanized metal, and tell stories about legendary welders of the past who survived slag burns of incredible proportions. It is important to be aware that each sup-group or sub-culture in the workplace (clerical, administrative, shipping, public relations, production, etc.) has this special body of informally; learned knowledge which is learned on-the-job, not from formal training. It is also important to keep in mind that this occupational folklife is often known only to group members and expressed in opposition to other groups within the workplace, particularly management.

II. Examples of Occupational Folklife

A. Work Techniques

The real skills and actions developed informally by workers to accomplish their work and survive in the workplace comprise the occupational techniques of a group. Fire fighters advance hose lines into buildings and throw ladders; tool and die makers shape dies out of solid metal to create stamped forms; and day care providers schedule activities and divide responsibilities along task lines to care for their children. In order to discover the informally generated techniques in the workplace, a good place to begin is with the flow of work itself. Most service and production jobs begin with a client or raw material and end with a satisfied customer or a finished product. The flow of work from the initial to the finished stage is made up of hundreds of work techniques which are informally learned and subtly controlled by workers.

B. Ceremonies

Members of work cultures generate unique customs and ceremonies to mark the movement of people into, through and out of the work group. "Rookie" fire fighters and police officers must undergo hazing activities like being sent for nonexistent tools ("hose stretcher", "out of town hydrant"); or must undergo a physical initiation like doing all the cleanup in the station house for a year prior to acceptance into the work group. Once an individual has been in the work group for a period of time,

advances up the career ladder are also symbolically marked by group members. Promotional dinners, changes in clothing (white shirt traded for blue), and other symbolic markers of rank like parking spaces or offices with a window are provided. Finally, when person retires, a dinner and a verbal "roast" in which fellow workers recount stories of past incidents and remembrances are held. All of these events ceremonially provide both the individual making the change, and the group left behind with a mechanism for addressing change.

C. Verbal Art and Narrative

Initiation into the workplace begins with learning the jargon. The names of tools and work processes, nicknames given to individual workers and various parts of the work environment ("tool crib," "watch desk") have specific references which have meaning to insiders. Beyond this special language of work, critiques and stories about legendary characters, unusual customers or memorable incidents comprise the normal banter around the lunch table or the break room. In some cases, such as retirement dinners or reunions, workers tell extended narratives about their past experiences. These worker autobiographies are valuable records of occupational history because few have been recorded or made a part of business labor or community histories.

III. Documenting Occupational Folklife

A. Getting Started

Once you have identified many of the ways in which people in the workplace exchange inside information, you have the basis for a writing project that will be beneficial to you in your search for information about particular jobs. (Consult Module Ethics in the Workplace prior to conducting this project.) The best place to begin a research project about work is with the workers themselves. Labor unions, joint labor councils and relatives who pursue a job in which you are interested are good places to begin. You will need permission to visit the workplace and the people listed above can lead you to the correct person. Once you have decided on a work group, you will need to have some guidelines prior to doing your project.

B. Pursuing a Cultural Scene

Although many of us share physical space and social relationships in such varied surrounding as classrooms and football stadiums, we may not be sharing cultural points-of-view. Members of a work group, particularly those who work together over long periods of time, do share cultural expectations, language and habits and it is this sharing that you want to explore. During lunch breaks, while critiquing a particular job or after work around a cup of coffee, workers both reflect and shape their work worldview. When these recurrent social situations become repetitive, we refer to them as cultural scenes. Your job is to be present during one of these scenes and record it either by taking notes or by using a tape recorder. As an example, let's take the coffee break of a group of welders in a sheet metal shop.

1. Physical Setting

The environment which surrounds the welders--a section of the shop screened off from other work areas by large flash screens and high metal tables. Welding leads and cables snake across the floor and the welders sit on empty welding rod boxes around the work station of Jim, the most experienced man in the shop.

2. Context

Each break period has a tone or a mood based on the attitudes and reactions of the people in the group. A tight deadline, a power surge that causes sloppy welds, or simply an argument with another worker, may create an expectation on the part of the group members that certain stories, jokes, or language will be used during this brief scene.

3. Content

Someone sets the scene in motion: Jim lights up a cigarette or offers gum to the members of the group and begins by saying:

> Jim: That darned short arc-job is too stop and go for me. I like to start a bead and just keep on running it. With those little boxes you have to start and stop, start and stop . . . .
>
> Al: Better that stuff than those flimsy toilet partitions. Man, that stuff is so light you just touch it, and you got a hole as big as big a your hand.
>
> Jim: You know, I haven't worked on a job like this since we moved into the new building. Seems like all of this custom stuff used to go to old Red Darby when he worked over in the other shop. Now there was a case. You ever meet him?
>
> Al: No. He was way before my time . . . .
>
> Jim: I remember once when we had all that galvanized pipe to do up. Hundreds of little seams to weld like that, and he told ol' Smithson that he would quit that summer if he didn't let us have a fridge. And the old man says, "What you want that for?" Some place to put your beer? What you think this is a resort!" An' old Red says, "Not beer, you jerk. We need a place to keep our skim milk. Otherwise we'll be sicker'n dogs welding all that galvanized pipe."

4. Evaluation

Once you have recorded your scene, you need to show it to the people you documented and let them correct it. Your job is to evaluate the entire experience of entering the workplace, establishing enough rapport to record this slice of occupational folklife, and recording what actually occurs. What did you learn from this experience? What did workers share with you and what did they ask you not record? Why? Do members of your family bring home stories like these? If so, do they sound different from the ones you collected?

IV. Additional Reading

Green, Archie. *Only A Miner: Studies in Recorded Coal Mining Songs.* Urbana: University of Illinois Press, 1972.

Kusterer, Ken. *Know-How on the Job: The Important Working Knowledge of "Unskilled" Workers.* Boulder, Colorado: Westview Press, 1978.

McCarl, Robert. "Occupational Folklife: A Theoretical Hypothesis," in Robert H. Byington, Ed., *Working Americans: Contemporary Approaches to Occupational Folklife.* Smithsonian Institution Press, 1985, pp. 3-19.

MODULE 11: WRITING AND RESPONDING TO REQUESTS

Goal: Students will be able to write and respond to requests.

Objectives:

Literature

Students will use literature to:

1. recognize appropriate communication skills in spoken and written requests.
2. analyze different types of requests in the workplace.
3. evaluate the effectiveness of written requests.

Composition

Students will:

1. write job-specific requests for different purposes in memo and letter form.
2. adapt written request into purchase order form.

Language

Students will:

1. use small group peer response for feedback on effectiveness of requests.
2. role-play job-specific situations with oral requests.
3. use standard English in making requests.

MODULE 7: FOLLOWING AND GIVING DIRECTIONS

Goal: Students will be able to follow and give directions.

Objectives:

Literature

Students will use literature to:

1. identify characteristics of effective directions.
2. analyze sequencing in set of directions.
3. use a systematic approach to following and giving directions.
4. evaluate effectiveness of different kinds of directions.

Composition

Students will:

1. write written directions for different purposes.
2. design graphic directions for different processes.
3. rewrite directions for better understanding of receiver.

Language

Students will:

1. role-play giving and receiving directions.
2. present oral instructions for a process.
3. use specific, precise language when giving directions.

MODULE 3: USING PROBLEM SOLVING STRATEGIES

Goal: Students will be able to use problem-solving strategies.

Objectives:

Literature

Students will use literature to:

1. identify work related problems and possible approaches to a solution.
2. evaluate solutions to a problem.
3. analyze approaches various characters take to problem solving.
4. identify results of unwillingness to use problem-solving strategies.

Composition

Students will:

1. write a summary report outlining a work related problem and a possible solution.
2. develop problem-solving charts to determine information needed and possible resources for solutions.
3. develop a flow chart or manual for problem-solving strategies within a specific company or job.

Language

Students will:

1. participate in problem-solving groups to solve a job-related problem.
2. present group solutions to the class.
3. use appropriate language and strategies to invite solutions to problems from supervisors and/or co-workers.

MODULE 15: IMPROVING THE QUALITY OF COMMUNICATION

Goal: Students will be able to improve the quality of their communications.

Objectives:

Literature

Students will use literature to:

1. recognize changes in today's workplace.
2. identify time-management techniques.
3. analyze strengths and weaknesses in attempts at communication.
4. rewrite actual business memorandums to ensure clarity and conciseness.

Composition

Students will:

1. develop charts to effectively organize time.
2. write product recommendations.
3. adapt written information into chart and graph form.
4. rewrite inadequate attempts at communication to ensure success.
5. rewrite an earlier paper to insure more effective communication.

Language

Students will:

1. deliver oral presentations on products using language appropriate for the audience.
2. role play different departmental roles in a business to gather information on a product.
3. analyze form and tone of signs and symbols in the workplace. Make suggestions for improvement.

FOCUS UNIT IV:
ETHICAL RESEARCH IN THE WORKPLACE

Goal: Students will conduct workplace research in an ethical and respectful manner.

Objectives

Literature: Spradley and McCurdy's *Cultural Scene*
Byington's "Strategies for Collecting Occupational Folklife" in *Working Americans*

Students will use literature to:

1. select a strategy for documenting a work culture.
2. define the issues of worker rights to informal knowledge.
3. analyze the issues of control in workplace research.

Composition

Students will:

1. take notes and develop rough draft of scene description.
2. select specific narratives or actions for documentation.
3. return draft to insider for critique.
4. revise draft and return to work community.

Language

Students will:

1. develop descriptive terminology for cultural description.
2. use critical language to evaluate rights to information.
3. negotiate through written/spoken language accuracy of presentation.
4. discuss with insiders value of cultural project.
5. enlist the aid of a retired worker or insider for a project.

EXTENDED COURSE OF STUDY FOR FOCUS UNIT IV

ETHICAL RESEARCH IN THE WORKPLACE

I. Introduction

Occupational Folklife, there is a tremendous body of knowledge controlled by workers from stories and jokes to ceremonies and work techniques. Yet most of this information is covert; it is the means through which working people survive in the workplace using inside information known only to them. This section analyzes what rights (if any) outsiders have to this information and how to document and learn about work culture without compromising the covert nature of much of the information you collect.

II. Directions for Students

A. History of Work/Worker's History

Every industry and occupation in this country has been built by experience, knowledge and skill of its workers. Yet even a cursory glance at general and even many labor histories reveals that the cultural contributions of working people are subordinated to the biographies of industrialists and union leaders. It is important to create a view of history from the worker's perspective, but to do so demands a more democratic view of history itself.

B. Workplace Dynamics

The workplace defines the cultural center of an individual worker's world. Yet the tensions that exist between worker and worker, worker and management, union and management extend beyond the shop floor to the national and international marketplace. A miner in north Idaho, for example, may draw on knowledge he inherited as being the member of a family with generations of miners. Yet his daily employment is linked directly to silver prices fixed on an international exchange. The skills he uses to extract ore are bound on the one side by tradition and history and on the other by profit margins and efficiency. The student may not be able to thoroughly document this dynamic, but it is important that they have some notion of how labor and capital interact in a laissez faire economy. The information that students collect will be in tension between competing interests (those who own the means of production and those who control it informally on the shop floor).

C. Ethical behavior

Students and teachers should also be aware that as an ethnographer entering the workplace, you have a responsibility to make your own motivations known. It is important that the workers in your study know that students' documentation will not

be published or archived without their permission, and that you are sincerely interested in what they do, say and feel about their work. Remember, you have a point-of-view about the work of others. Your perspective might be based on stereotype (all fire fighters are men), media or popular culture image (all police officers daily engage in armed combat), or family experience (sales people are just fast talkers). You need to negotiate with the members of a trade to find the people behind these preconceptions. Just as you have expectations and suspicions about work and workers, they too have preconceptions about outsiders asking questions and "hanging out."

D. Retired Workers as Contacts

Possibly the most efficient and ethical way to enter the workplace as a student is through the aid of a retired worker. Through senior centers, hiring halls, or the retirees association of a local union it may be possible to attend a monthly meeting, state your reasons for doing a research/writing project and enlist the cooperation of a retiree. With his or her help you can gain access to the workplace, get to know people in the occupation, and (perhaps most importantly) learn what information should remain inside the trade. Also, many retirees have scrapbooks, photos and other materials from their work experience. These can provide valuable links to significant stories and historical incidents surrounding work.

E. Retired Worker as Advisor

Once you have done your collecting (taken pictures, transcribed tapes, written your descriptions) sit down with your advisor/retiree and look carefully at what you have done. Is this information something that should be returned to the group for their use? If your class is compiling an archive for this material, do you have a written release of the information? If people are named, should you remove their names and put in initials or pseudonyms?

F. Whose Information Is It?

Once you have looked over your work with your advisor, you must show it to the people from whom you collected it. Make extra copies for them and their families. The main thing to keep in mind is that the information does not belong to you, it belongs to the people from whom you collected it. They are the ones who should decide what to do with it.

G. Points-of-View

You should also keep in mind the variety of point-of-view generated in a work culture. Members of different generations have differing perspectives about work and authority in the workplace. What role do you unions play in the workplace, for example. Also, members of ethnic and gender sub-cultures have divergent attitude towards work and other workers.

H. Review of Methodology

Finally, you should consider why you are doing this project in the first place. Who will profit from your work? Certainly an open and honest attempt to document the day-to-day experiences of work is a useful activity; particularly on the part of a young person who may soon be entering the marketplace. Yet at the same time, you should ask yourself if you have asked questions that you yourself would like to have asked of you. Have you treated the people you are interviewing as people, not simply representatives of their trade. And most importantly, have you treated them and their occupational folklife with respect and an awareness that the personal narratives you collect today may become the labor history of tomorrow.

III. Suggested Reading:

Applebaum, Herbert, Ed. *Work in Market and Industrial Societies.* Albany, New York: State University of New York Press, 1984.

Byington, Robert H. "Strategies for Collecting Occupational Folklife in Contemporary Urban/Industrial Contexts," in Robert H. Byington, Ed. *Working Americans: Contemporary Approaches to Occupational Folklife.* Washington, D.C.: Smithsonian Institution Press, 1985: 43-56.

Garson, Barbara. *All the Livelong Day--The Meaning and Demeaning of Routine Work.* New York: Penguin, 1979.

TECH-PREP COORDINATORS

FOR TEACHER TRAINING

The State Board of Education requires that Applied English for the Workplace be taught only by certified English teachers specifically trained to teach this course. That is the only way students will receive English credit for the purposes of graduation and college entrance.

Names of trained teachers are available at the State Department of Education, 208-334-2113.

Wayne Rush, Tech-Prep Supervisor
Division of Vocational Education

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P.O. Box 83720
Boise, Idaho 83720-0095

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Larry G. Selland School of Technology
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Eastern Idaho Technical College

1600 South 2500 East
Idaho Falls, ID 83404

Phone 208-524-3000 Ext. 362 or 800-662-0261
FAX 208-524-0429

Bibliography of Literature Selections

NONFICTION

Altman, Susan. ***Extraordinary Black Americans From Colonies to Contemporary Time.*** Children's Press, 1989. A collection of short and simply written biographical sketches (Wheatley, Tubman, Jackson and others) with special appeal to the reluctant teen reader. Illustrated.

Anderson, Scott, and James Byrne. ***Mega Tips: How to Get and Keep Any Restaurant Job.*** Illus. Grace Marie Sheehan and Bo Zaunders. Dodd, Mead, 1984. Anderson and Byrne explore the positive and negative aspects of working in a restaurant. Included are anecdotes from waiters, bartenders, managers, and other restaurant personnel.

Arlen, Michael. ***Thirty Seconds.*** Farrar, 1980. This is a humorous story of the foolishness that passes for advertising. The book first appeared as a series.

Bamberger, Michael. ***The Green Road Home: A Caddie's Journal of Life on the Pro Golf Tour.*** Contemporary Books, 1986. Black and white photographs. Michael Bamberger tells of his experiences as a caddie on the professional golf tour. For six months he carried the bags of the great and not-so-great professional golfers, acquiring knowledge of the game, the players, and the courses.

Berger, Gilda. ***Women, Work, and Wages.*** Franklin Watts, 1986. Black and white photographs, charts, graphs, drawings, and cartoons. This book is a concise, practical guide that offers facts about what is happening to women in the work force today. Berger discusses opportunity in the workplace and offers suggestions about how to avoid problems stemming from limited education, discrimination, and sexual harassment.

Bird, Caroline. ***Enterprising Women.*** Norton, 1976. The author gives biographies of 24 women who did various jobs such as running iron mills or inventing innovative product lines.

Bober, Natalie S. ***Breaking Tradition: The Story of Louise Nevelson.*** Atheneum, 1984. Bober traces the trials and struggles of a young woman who chooses to compete in the art world and succeeds. This is the story of Louise Nevelson who at age five emigrated to the United States from Russia and who breaks with tradition to find success in the workplace.

Brooks, Sara. ***You May Plow Here: The Narrative of Sara Brooks.*** Edited by Thordis Simonsen. W. W. Norton, 1986. Black and white photographs. Sara Brooks is an old woman presently living in Cleveland. She is not famous but she has a real story to tell. In her own words she describes her life as a poor, black child growing up in Alabama early in this century. Her story of poverty, violence, and marriage is a revelation of living and is a powerful statement of survival.

Byerly, Victoria. ***Hard Times Cotton Mill Girls: Personal Histories of Womanhood and Poverty in the South.*** Cornell University Press, 1986. Twenty contemporary women tell of their lives and work in the mill towns of North Carolina. The book is organized by themes and is a primary source on working conditions in the South.

Caldwell, Erskine and Margaret Bourke-White. ***You Have Seen Their Faces.*** Modern Age Books, 1937. A pictorial commentary of life and work in the agricultural South during the '20s and '30s. Good reference book; compare to today's agricultural scene. Use in conjunction with *Grapes of Wrath*.

Catalyst Editors. ***Upward Mobility.*** Warner Books, 1983. This book contains guidelines and worksheets that will help an individual assess his or her strengths and weaknesses so that a solid plan for future success can be created. Though initially intended for women, the suggestions are excellent for everyone.

Ching, Lucy. ***One of the Lucky Ones.*** Doubleday, 1982. Born blind, Lucy Chin fights for an education and a future. Born in China in the 1930s, there was little hope for a future other than begging. Lucy's grandmother helps her find a productive life that results in her helping many other blind Chinese.

Cohen, Daniel, and Susan Cohen. ***How to Get Started in Video.*** Franklin Watts, 1986. Black and white photographs. This book explains the types of jobs that are related to video and video technology today. Includes a look at how to make videos, and provides a list of publications on the subject of videos.

Colombo, Gary, et al. "How Work Shapes a Worker." Chapter 7, ***Rereading America.*** St. Martin's, 1989. This text was designed to stimulate thinking for essay writers, freshman/college level. "Work" essays include an interview by Studs Terkel, Erich Fromm's "Working in an Alienated Society," and Douglas Harper's study of Willie, a backwoods mechanic.

Curtis, Patricia. ***Animal Partners: Training Animals to Help People***. Lodestar Books, 1982. Using animals to help the handicapped is a new field. This book presents the requirements for the occupation and includes examples of people doing special jobs, from horse trainer to guide-dog trainer.

Douglas, Martha C. ***Go for It! How to Get Your First Good Job: A Career-Planning Guide for Young Adults***. Ten Speed Press, 1983. This book provides a system that will enable readers to see options open to them, set goals for success, and find careers suitable to their personalities. Student experiences are cited in this work.

Foner, Philip S. ***The Factory Girls: A Collection of Writings on Life and Struggles in New England Factories of the 1840s***. University of Illinois Press, 1977. These are the stories of working women and the conditions of early American factories.

Foster, Rory C. ***Dr. Wildlife: The Crusade of a Northwoods Veterinarian***. Franklin Watts, 1985. (Paperback: Ballantine Books, 1986.) Black and white photographs. This is Rory Foster's story of his crusade to treat wounded wildlife and release them back into their natural habitat. He describes his struggle against local and state opposition and relates his efforts at setting up a rehabilitation center for wildlife in Wisconsin.

Greenwood, Annie Pike. ***We Sagebrush Folk***. Appleton Century Co., Inc., 1934. This is a personal diary of fifteen years on a homestead near Jerome, Idaho, and her work as a teacher in a one room schoolhouse. (Use excerpts.)

Halstead, William F. ***Broadcasting Careers for You***. Lodestar Books, 1983. Broadcasting offers an enormous variety of jobs. This book looks at the qualities and skills required for employment in broadcasting and explores the varied job categories in that field as well as looking at requirements and the educational route to follow.

Hanson, Sam. ***Hard Times in Idaho Between the Great Wars***. Idaho State University Press, 1985. These personal narratives detail the lives of Idaho residents during the Depression. Chapters include "Odd Jobs During Hard Times" and "Depression Era Sheep Herder."

Hartog, Jan de. ***A Sailor's Life***. Harper, 1956. This is a collection of essays about every aspect of a sailor's life and many of the different jobs sailors perform.

Hiley, Michael. ***Victorian Working Woman: Portraits From Life***. David R. Godine, 1979. The book contains photos and sketches of working women in the mid-1800s in England. It is based on the diaries of Arthur Munby who recorded his observations and interviews with working women of Victorian England and Wales. The author includes pictures and excerpts from the diaries.

Holcombe, Lee. ***Victorian Ladies at Work***. Archon Books, 1973. The book is a study of the changing role and status of women in the mid-1800s from the woman of leisure to the working class woman. It is organized by professions: teachers, nurses, shop workers, clerks, and civil servants. (Use excerpts.)

Kimbrough, Emily. ***Through Charley's Door***. Harper, 1952. Charley was the doorman at Marshall Field's Department Store. This is the story of an upper middle class girl who chooses a career in retail.

Kornbluh, "Joe Hill: Wobbly Bard," Robot Voices: ***An IWW Anthology***. University of Michigan Press, 1964. This is the story of Joe Hill, his work to organize the miners, his trial and sentencing.

Kriegel, Janet. ***Just A Nurse: The Hearts and Minds of Nurses in Their Own Words***. E. P. Dutton Publishers, A Division of Penguin USA, NY, NY, 1989. Based on interviews with nurses, this book is an honest look at the various aspects of the nursing field.

...mer, Elaine (with C. B. Abbott). ***The Way to Go: A Woman's Guide to Careers in Travel***. Warner Books, 1982. For those interested in the world of travel, the travel and leisure business may be one to consider. This book is designed to give direction to people interested in this field and content is appropriate to both women and men. Offers insight into becoming a travel agent and opening a business for oneself.

Levy, Jacques. ***Cesar Chavez: The Autobiography of La Causa***. Norton, 1975. This is the story of the life and work of Cesar Chavez as told through interviews. It details his early life and his vision to gain economic power for the migrant laborer.

...cDonald, Robert W. ***Exploring Careers in the Military Service***. Rosen Publishing Group/Military Opportunity Series, 1987. Black and white photographs and charts. In this direct, no nonsense approach, Robert Macdonald offers advice on how to get started in the military. He also explains the differences among the various services. Included are charts of pay scales and allowances, a list of occupations, and information about ROTC programs.

Michelson, Maureen R. ***Women and Work: Photographs and Personal Writings.*** New Sage Press, 1985. Black and white photographs edited by Michael R. Grossier and Maureen R. Michelson. This is the story of women who reveal their hopes, dreams, frustrations, and concerns through personal writings and photographs of working women in America at the close of the twentieth century. From firefighter to jockey, these women all find dignity and purpose in their work.

Mostert, Noel. ***Supership.*** Knopf, 1974. This is a study of the sea, ships, and the sailors in the super tanker industry.

Neufeld, Rose. ***Exploring Nontraditional Jobs for Women.*** Rosen Publishing Group, 1987. Black and white photographs by Neufeld. With new opportunities opening up for women in blue collar fields, Rose Neufeld reviews positions in construction, electric power, telephone, television, transportation, mechanics, and maintenance fields. For each of these trades, she outlines the nature of the job as well as the personal qualities and training needed. Also included are current pay scales.

Nelson, Dean, and Fred Thompson. ***Joe Hill: IWW Songwriter.*** Chicago IWW Press, 1979. This pamphlet is a short history of organizer and songwriter, Joe Hill. It includes the music and words to his songs.

Parton, Mary Field, ed. ***The Autobiography of Mother Jones.*** Charles H. Kerr, 1925. Mother Jones was "one of the most fortiful and picturesque figures of the American Labor Movement," according to Clarence Darrow who wrote the introduction to this book. This is an account of her crusade to improve working conditions in America's coal mining industry in the early 1900s.

Peavy, Linda, and Ursula Smith. ***Women Who Changed Things.*** Charles Scribner's Sons, 1983. This is a collection of biographies that research the lives of nine women who made an impact on social history: medicine, religion, politics, business, arts, education, and athletics.

Salisbury, Hilda Ann. ***Only My Dreams: An English Girlhood.*** Academy Chicago Publishers, 1990. An English middle-class girl reflects on her growing up during the early nineteenth century and her endeavors to break away and make a career for herself.

Sandburg, Carl. Chapter 11, "Learning a Trade." ***Always the Young Strangers.*** Harcourt, Brace, Jovanovich, 1953. In personal narrative form, Sandburg tells the adventures of his first jobs.

Saunders, Rubie. ***Baby-Sitting for Fun and Profit.*** Illus. Tomie de Paola. Archway Paperbacks, 1984. This book discusses the youngest profession—babysitting. Easy to read. Saunders provides a baby sitter's checklist and discusses skills that can make the work pleasurable.

Schare, Robert. ***Ten Thousand Working Days.*** MIT, 1978. The book includes stories of the author's days on the job in different areas: plumber, coal miner, farm hand, machinist, union official from the early 1930s until the present.

Scott, Suzanne. ***Saturday's Child.*** J. Philip O'Hara, Inc., 1973. The book is written from interviews with 36 women about how they discovered their chosen fields and what special abilities they have developed. Included are such occupations as sportswriter, carpenter, policewoman, florist, cab driver, telephone repairwoman, and illustrator.

Seide, Diane. ***Careers in Health Services.*** Lodestar Books, 1982. More than fifty different careers in the field of medicine are described in this book. Nursing, cytotechnology, respiratory technology, optometry are discussed and educational requirements for each field given.

Smith, Gibbs M. ***Joe Hill.*** University of Utah Press, 1969. Joe Hill was an IWW labor organizer and song writer who was executed in Utah in 1915. The book tells of his life and struggles on behalf of the working people especially in the West. The book's appendix includes the songs written by Joe Hill.

Strom-Olson, Joyce E. ***Medical Treason: Nurses on Drugs.*** New Horizon Press (distributed by McMillan), 1989. The experiences of a first year nurse and her undercover work to help expose a drug ring headed by hospital personnel.

Terkel, Studs. ***American Dreams, Lost and Found.*** Pantheon, 1980. These interviews are an account of workers and their experiences with the American dream.

Terkel, Studs. ***Hard Times.*** Pantheon, 1970. This is an oral history of the lives of average working persons during the Depression across America (also on cassette).

Terkel, Studs. ***Working: People Talk About What They Do All Day and How They Feel About What They Do.*** Ballantine Books, 1985. (Originally published 1972.) Studs Terkel's oral history is a look into the working days of different and unique individuals—from supermarket checker to Washington Redskins coach. The interviewees talk openly about what they do for a living.

Vecsey, George. ***One Sunset A Week: The Story of a Coal Miner.*** Saturday Review Press, 1974. The author goes to Appalachia to cover a strike. He meets a veteran coal miner who was foreman for 36 years, but after he is laid off, becomes bitter about the hazards of the profession.

Whyte, William. ***The Organization Man.*** Simon and Schuster, 1956. This book outlines the attitudes of workers who have spiritually and physically taken "the vows of organization life."

Young, Jeffrey S. ***Steve Jobs: The Journey is the Reward.*** Scott, Foresman, 1988. Black and white photographs. This is the story of Steve Jobs and Stephen Wozniak who combined electronic abilities to form a partnership to design small computers, whimsically named the Apple. This is the story of strong personalities caught in the excitement of a developing new industry.

Zacharis, John C., Frances Forde Plude, and Andrew S. Rancer. ***Exploring Careers in Communications and Telecommunications.*** Rosen Publishing Group, 1985. Black and white photographs, charts, and graphs. This book surveys the many areas of work in communications, as well as the avenues of careers available in and evolving from this growing field. Since half of the work force in the United States is currently engaged in the handling and dissemination of information, this overview of the communications field stresses the finding of a career path over a particular job at this time in the life of a young adult about to enter the workplace.

POETRY

Aiken, Conrad. "The Road," ***American Poetry.*** Harper and Row, 1965.

Armour, Richard. "Workers Earn It: Money," ***Family Album of Favorite Poems.*** 1959.

Bersohn, Robert. "The Dignity of Labor," ***Poetry for Pleasure.*** Doubleday, 1960.

Carter, Jared. "At the Sign Painter's," ***Fifty Years of American Poetry.*** Abrams, 1984.

Collins, Mary G. "Women at Munitions Making," ***Scars Upon My Heart.*** Virago Press, 1981.

Daniels, Jim. "Short Order Cook," ***Rereading Work.*** Colombo, St. Martin's, 1989, p. 517.

Daniels, Jim. ***Places Everyone.*** University of Wisconsin, 1985. This anthology of poems deals with the life of the worker both on the job and at home after work. The collection won the Brittingham Prize for Poetry. Selections include: "5000 Apply for 100 Jobs," "Hard Times in the Motor City," "Wheels," "My Father Worked Late," "After Work," "Blood Flows Through Steel," "Anita, a New Hire on the Line," "Factory Jungle."

Evans, H. A. C. "The Liftman," ***Poems One Line and Longer.*** Grossman, 1963.

Gilman, Charlotte. "To Labor," ***Poems That Live Forever.*** Doubleday, 1965.

Heaney, Seamus. "Digging," ***Book of Irish Verse.*** MacMillan, 1974.

Hey, Phillip. "Old Man Working Concrete," ***Fifty Contemporary Poets.*** David McKay, 1977.

Hill, Joe, "Preacher and the Slave," ***Folksinger's Word Book.*** Oak Publications, 1973.

Hoffman, Nancy, and Florence Howe. ***Women Working: An Anthology of Stories and Poems.*** McGraw Hill, 1979. Included among the poetry about working women: Crosby, Ranice Henderson, "Waitresses." Pedrick, Jean, "Hats." Reznikoff, Charles, "Amelia." Voigt, Ellen Bryant, "Farm Wife." Walker, Margaret, "Lineage." Walker, Alice, "Women."

Holzapfel, Rudi. "The Employer," ***Devil's Book of Verse.*** Dodd, Mead, 1983.

Hughes, Langston. "Florida Road Workers," ***Modern American Poetry.*** Harcourt Brace, 1962.

Ignatow, David. "The Paper Cutter," ***Crazy to Be Alive in Such a Strange World.*** Criterion, 1956.

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Lowell, James Russell. "Work," ***Poems for Seasons and Celebrations.*** World Publishers, 1961.

MacDonald, George. "The Carpenter," ***Treasury of Religious Verse.*** Revell, 1962.

MacLeish, Archibald. "The Burying Ground by the Ties," ***Modern American Poetry.*** Harcourt, Brace, Jovanovich, 1962.

Markham, Edwin. "The Man with the Hoe," ***Best Loved Poems of the American People.*** Doubleday, 1936.

Markham, Edwin. "Behold, O World, the Toiling Man," ***Poems for Great Days.*** Abingdon-Coke, 1948.

Markham, Edwin. "The Forgotten Man," ***Poems that Live Forever.*** Doubleday, 1965.

Massey, Gerald. "The Worker," ***Everyman's Book of Victorian Verse.*** Dent, 1982.

Milnes, Richard M. "England and America, 1863," ***Everyman's Book of Victorian Verse.*** Dent, 1982.

Murton, Jesse W. "Song of the Builders," ***New Oxford Book of Eighteenth Century Verse.*** Oxford University Press, 1984.

Plotz, Helen, ed. ***Saturday's Children: Poems of Work.*** Greenwillow Books, 1982. This anthology is divided into poems of rural occupations, poems of women's work, poems of child labor and industrial work, and poems of the frustration or satisfaction work brings. (Good choice for class setting.)

Riley, James Whitcomb. "The Raggedy Man," ***Favorite Poems, Old and New.*** Doubleday, 1957.

Rivers, Conrad K. "The Train Runs Late to Harlem," ***I Am the Darker Brother.*** Macmillan, 1968.

Robinson, Edward Arlington. "Richard Cory," ***Selected Poems of Edwin Arlington Robinson.*** Collier, 1965.

Sandburg, Carl. The People, Yes, in the ***Complete Poems of Carl Sandburg.*** Harcourt, Brace, Jovanovich, 1970. Poems include: "Chicago," "Dynamiter," "Ice Handler," "I Am the People, the Mob," "The Mayor of Gary," "Prairie," "Smoke and Steel," "Work Gangs"

Thomas, Richard. "The Worker," ***Poetry of Black America.*** Harper and Row, 1973.

Thoreau, Henry D. "Inspiration," ***American Poetry and Prose.*** Houghton, Mifflin, 1970.

Toomer, Jean. "Reapers," ***The Black Poets.*** Bantam, 1957.

Unknown. "Way Out in Idaho," ***American Folk Poetry.*** Little Brown, 1974.

Warner, Sylvia. "John Bird, A Laborer Lies Here," ***Modern British Poetry.*** Harcourt, Brace, 1962.

Warr, Bertram. "Working Class," ***New Oxford Book of Canadian Verse in English.*** Oxford, 1982.

Watts, Mabel. "The Riveter," ***Random House Book of Poetry for Children.*** Random House, 1983.

Whitman, Walt. "I Hear America Singing," ***America Forever New.*** Crowell, 1968.

Zaturenska, Marya. "Song of a Factory Girl," ***Home Book of Modern Verse.*** Henry Holt, 1953.

FICTION

Ragged Dick (1897) ***and Mark the Match Boy***. Also ***Ragged Dick and Struggling Upward.*** Penguin, 1985. Stories of young boys who rose from poverty to middle class respectability through hard work and cheerful perseverance. Easy reading on the "great American dream" of the early 1900s.

Bellamy, Howard. ***Looking Backward***. Penguin, 1982. Written in 1888, this is the story of Julian West, who awakens after a trance-induced sleep of more than 100 years to find great changes in his native Boston. Society enjoys full employment and social harmony. The book attacks the nineteenth century industrialized American poverty and squalor. This novel sold half a million copies in the first few years after it was published and initiated political and social reforms. (Use as comparison piece to Utopia by Sir Thomas More.)

Bosse, Malcolm. ***Captives of Time.*** Delacorte, 1987. Set in medieval Europe, a young girl learns the skill of clockmaking. The story also touches on the rise of cities, change from rural to urban lifestyles, and the social breakdown. (High interest/easy reading)

Conroy, Jack. ***The Disinherited***. Penguin, 1982. Although the plot is a bit stereotyped, the novel is still a graphic document of the lives of workers during the early Depression years. It tells of the slow awakening of the hero-worker from social unawareness to militant class consciousness. (Can be compared to Gaskell's ***Mary Barton***, written about similar problems in England's industrial revolution 100 years earlier.)

Davis, Rebecca. ***Life in the Iron Mills***. Feminist Press, 1972. First printed in Atlantic Monthly in April, 1861, this short work is a vivid account of life in the iron mills in America. It records the working conditions and poverty of the blue collar worker. (Can be compared with Gaskell's ***Mary Barton***.)

Dickens, Charles. ***Great Expectations***. Bantam, 1982. This is the story of a young man's sudden rise to the upper class and his realization that genuine human values lie in hard work. (Adapted version: Globe Publishing.)

Dickens, Charles. ***Hard Times***. Bantam, 1981. In this novel of social protest motivated by the writer's feelings about contemporary British culture, Dickens loads the story with his dislike for the industrial conditions of England in the nineteenth century.

DiDonato. ***Christ in Concrete***. MacMillan, 1985. This is a tender, nostalgic story of Paul, a master bricklayer who must take on a man's job at a boy's wages. It was written in 1939 as mostly an autobiographical story.

Elkin, Stanley. ***George Mills***. Dutton, 1982. The novel covers 1000 years of history as it follows the careers of laborers, all named George Mills. It begins with an eleventh century stableboy and ends with a furniture mover.

Galan, Fernando J. ***One Summer***. Cambridge, 1983. A 20-year-old who wants to become a social worker works as a drug counselor in New York City. (High interest/easy reading.)

Gaskell, Elizabeth. ***Mary Barton***. Penguin, 1975. Set in Victorian England, this is the story of Mary and John Barton, father and daughter, residents of Manchester, England, during the great depression of 1839. Novel shows the need for social reform in the struggle of the working class vs. the managers.

Herbert, Ernest. ***Dogs of March***. Penguin, 1980. This contemporary novel tells the story of New Hampshire family members employed as mill workers.

Johnson, LouAnne. ***Making Waves: A Woman in This Man's Navy***. St. Martin's Press, 1986. When LouAnne Johnson joined the Navy she got all she bargained for but not in the way she expected. While functioning among overbearing male chauvinist sailors, she earns a journalism degree, gets posted to the Philippines, makes wonderful friends, and ultimately learns to meet a challenge head-on and win.

Kesey, Ken. ***Sometimes a Great Notion***. Viking, 1964. Set in a small Oregon logging town, the story tells of Hank and his elderly father who own a logging business. The town and the union are constantly throwing roadblocks in their way.

James, Stuart. ***The Firefighter***. Scholastic, 1979. This is the story of a young man who always wanted to be a fireman. He accomplishes his goal and becomes a hero in the process. (High interest/easy reading.)

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More, Sir Thomas. ***Utopia***. Penguin, 1965. More points out the social and economic evils of sixteenth century Europe. He describes an island kingdom with the perfect division of labor and absolute sharing of products.

Phelps, Elizabeth Stuart. ***The Silent Partner***. The Feminist Press, 1983. Originally published in 1871, this is the story of two young women of different social classes in a mill town in Massachusetts. It records the living conditions of textile workers and the social and political situation of the times. (Can be compared with Davis' Life in the Iron Mills.)

Reiff, Tana. ***A Place for Everyone***. Pitman, 1979. A young girl who works in a sewing factory realizes she must learn to read in order to succeed and be happy. (High interest/easy reading.)

Saint Exupery, Antoine de. ***Wind, Sand and Stars***. Translated by Lewis Galantiere. Reynal, 1939. This story is a tribute to modern technology and humanity. The author writes beautifully of flying and his love for his vocation.

Settle, Mary Lee. ***The Scapegoat***. Random House, 1980. Set in early twentieth century, the story tells of lives of workers in a West Virginia mining town.

Sinclair, Upton. ***The Jungle***. Penguin, 1985. An American classic set in the meat packing industry, this angry book rails against the inhumane conditions of the workplace toward the immigrant workers.

Steinbeck, John. ***The Grapes of Wrath***. Penguin, 1976 (excerpts). The novel is an account of the predicament of migrant workers in the '30s. It portrays vividly the Dust Bowl era when men, women, and their families were forced off the land, away from the agrarian society.

Waller, Leslie. ***Overdrive***. Holt, 1967. This is a story of a teenager who would drop school except for his shop class which he loves. (High interest/easy reading.)

Ward, Robert. ***Red Baker***. Simon and Schuster, 1986. This story of Baltimore steelworkers who lose their jobs when a mill closes down concentrates on the destructive effects of unemployment.

SHORT STORIES

Calvino, Italo. ***Marcovaldo***. Harcourt, Brace, Jovanovich, 1963. The central figure in this collection is Marcovaldo, an unskilled laborer at a factory. The stories take place in an industrial city of northern Italy in the 1950s and '60s.

Conroy, Jack. Chapter IV, "Tales of Workers," ***The Weed King and Other Stories***. Lawrence Hill & Co., 1985. Includes nine short stories about working people during the '30s. The characters are drawn from real characters Conroy met during this time. Short and easy to read, the stories portray the personal side of the Great Depression.

Eagleton, Sandra. ***Women in Literature***. Prentice Hall, 1988. The third section, "Women and Work," includes short stories, poetry, and drama dealing with the identity of a woman as related to her home work or outside job. Short stories included are: Zora Neale Hurston, "Sweat," Sarah Orne Jewett, "Tom's Husband," Doris Lessing, "One Off the Short List," Anzia Yezierska, "America and I."

Gaskell, Elizabeth. "Lizzie Leigh," ***Lizzie Leigh and Other Tales***. New World Books, 1972. This is the story of a young girl who must work to support her alcoholic father.

Gaskell, Elizabeth. "Hand and Heart," ***Lizzie Leigh and Other Tales***. New World Books, 1972. Set in the industrial Victorian period, this is the story of John who works as a child laborer in a cotton factory.

Hoffman, Nancy, and Howe, Florence. ***Women Working***. McGraw Hill, 1979. This anthology of short stories and poems is divided into chapters on Oppressive Work, Satisfying Work, Family Work, and Transforming Work. The introduction contains a definition and brief history of women's work and recurrent themes in women's work. Includes works by Dorothy Canfield Fisher, Marge Piercy, August Strindberg, Willa Cather, Charles Reznikoff, and others. (Possible classroom setting choice.)

Narayan, R.K. "Forty-five a Month," ***Malgudi Days***. Viking Press, 1982. Venkat Rao wants desperately to please his daughter by taking her to a movie. He is caught between his work and his family.

O'Rourke, William, ed. ***On the Job: Fiction About Work*** by Contemporary American Writers. Random House, 1977. This anthology "presents the way we work in America as seen through the eyes of some of our foremost contemporary fiction writers." The collection includes stories by Ken Kesey, Joyce Carol Oates, Grace Paley, Charles Bukowski, as well as: "The Death of Me," by Bernard Malamud, the story of a tailor shop owner who suffers because he can do nothing to stop the bickering of his employees. "A & P," by John Updike, the story of a checker in a grocery store who tries to prove a point by quitting his job. "Timmy," by Richard Elman, the story of a black woman whose boss steps over the invisible line between employer and employee.

Sillitoe, Alan. "Ear to the Ground," ***The Second Chance.*** Simon and Schuster, 1981. This is the story of an unemployed van driver who has become embittered toward society.

Stead, Christina. "The Azhdanov Tailors," ***Ocean of Story.*** Viking Press, 1985. The story tells the trials of Jan Kalojan who organizes the Yiddish-speaking tailors in Poland.

Thurber, James. "The Catbird Seat," ***Thurber Carnival***. Harper Brothers, 1945. An office is turned upside down by the bosses' new assistant until a clever worker devises an ingenious way to have her fired.

Tolstoy, Leo. "How Much Land Does A Man Need?" ***Treasury of Russian Literature.*** Bernard G. Guerney, ed. Vanguard, 1943. Set in an agricultural area, this is the story of a hardworking farmer whose greed for land corrupts his life and his spirit.

Vonnegut, Kurt. "Harrison Bergeron," ***Welcome to the Monkey House***. Dell, 1970. The year is 2081 and everyone is equal. By law, there are no smarter or better people because the government has "handicapped" everyone who is above average in any way. Young Harrison Bergeron escapes his "handicaps" for a brief moment. The story is a satire on the themes of discrimination and equal opportunity.

DRAMA

Coxe, Louis O., and Robert Chapman. ***Billy Budd***. Dramatists Play Service, 1951. Billy Budd is a pleasant sailor who breaks maritime law and must accept the death penalty. The theme is the conflict of humanity versus complete obedience to the law.

Glaspell, Susan. "Trifles," in ***Women in Literature***. Prentice Hall, 1986. In this 1916 mystery, the author deals with society's expectations of the kinds of work women should perform and the system of male authority. Rural setting.

Guare, John. ***Muzeeka.*** Dramatists Play Service, 1967. A middle-class man has invented piped-in music. In this satire he must live with his conscience for inflicting this bland music on America.

Livings, Henry. ***Eh?*** Dramatists Play Service, 1965. This play is set in a factory boiler room. It details the plight of a tough individual caught in a dehumanized, computerized modern industry.

Marchant, William. ***The Desk Set.*** French Publishers, 1956. The "desk set" is a group of women in the reference department of a television network. Bunny Watson finds herself competing with the new "electronic brains" in the office.

McGuinness, Frank. ***Factory Girls***. Wolfhound Press, 1982. Set in the early part of this century, this Irish play deals with industrial working conditions.

Miller, Arthur. ***All My Sons***. Dramatists Play Service, 1947. The story follows the fortunes of the Keller and Deever families during World War II.

Miller, Arthur. ***Death of a Salesman.*** Dramatists Play Service, 1946. This is a tragic story of a salesman's last days as he seeks to find where and how he has failed to win success and happiness with his family and business associates.

O'Neill, Eugene. ***The Hairy Ape.*** Dramatists Play Service, 1922. This story of a stoker who is described as a "filthy beast." He begins to feel he does not belong to the human family.

Rice. ***The Adding Machine.*** French Publishers, 1923. This is the life history of Mr. Zero, a cog in a vast machine of modern business.

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Teichmann, Howard, and George S. Kaufman. ***The Solid Gold Cadillac.*** Dramatists Play Service, 1953. The board of directors of General Products interacts with a little old lady who owns $10 worth of stock.

Wallach, Ira. ***The Absence of a Cello.*** Dramatists Play Service, 1965. In this comedy, a brilliant but starving scientist finally gets a job with a large corporation.

Wilde, Percival. ***Hour of Truth.*** Baker Publishers, 1916. An honest bank cashier is offered a large bribe by the dishonest president of the bank and must decide whether to accept the bosses' offer.

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